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MINNESOTA
PUBLIC LIBRARY COMMISSION
LIBRARY NOTES AND NEWS

VOLUME 4. No. 7.

ST. PAUL, SEPTEMBER, 1914.

QUARTERLY

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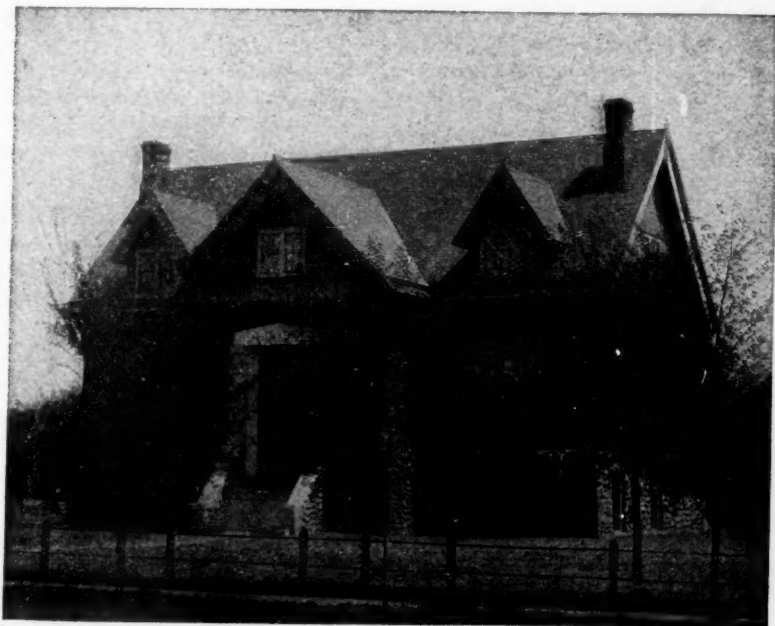
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MARY P. PRINGLE, *Reference Librarian.*
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MARTHA WILSON, *Library Visitor.*

Minnesota Library
Association

Twenty-second Annual Meeting

CARNEGIE LIBRARY
LITTLE FALLS, MINN.

SEPTEMBER 15-17, 1914



CARNEGIE LIBRARY BUILDING, LITTLE FALLS, MINN.

PROGRAM

Theme—The library and public recreation.

Tuesday, September 15.

- 3:00 p. m. Registration at Public Library.
4:00 p. m. Informal reception followed by automobile ride.
7:00 p. m. Dinner at Gymnasium.
 Address of welcome—Mrs. L. D. Brown, Vice-President Little Falls Library Board.
 Response—Martha Wilson, President of the M. L. A.
 Address—The margin of leisure, Dr. William Dawson Johnston, Librarian, St. Paul Public Library.

Wednesday, September 16.

- 9:30 a. m. Recreational adjuncts.
 Moving pictures, Dorothy Hurlbert, Librarian, Moorhead Normal School Library.
 The victrola in the library, Stella Stebbins, Ethel Wright, Virginia Public Library.
 After all—books, Miss Margaret J. Evans, Northfield.
11:15 a. m. How to tell a story, Mrs. Gudrun Thorne-Thomsen, Chicago.
12:00 noon. Picnic lunch at Pine Grove.
2:30 p. m. The library and the club.
 Program making, Margaret Palmer, Librarian, Chisholm Public Library.
 The town library and the country club, Mrs. Margaret Baker, Agricultural Extension Division, University of Minnesota.
 Women's clubs and the recreation movement, Mrs. Clarence L. Atwood, President, Minnesota Federation of Women's Clubs.
4:00 p. m. Story hour for the children of Little Falls, High School Auditorium, Mrs. Thorne-Thomsen.
 Trustees' round table, Public Library—Conducted by L. R. Moyer, Montevideo.
8:00 p. m. Public meeting.
 Songs, Mrs. C. A. Weyerhauser, Little Falls.
 Address—Mrs. Thorne-Thomsen.

Thursday, September 17.

- 9:00 a. m. Experiments—successful and otherwise (each library will be asked to report).
 School relationships.
 Helps in meeting the demands of the day.
 Administration question-box.
 Business meeting:
 Reports of committees.
 Election of officers.

The theme—The library and public recreation—is one which appeals to club women and teachers as well as to librarians and library trustees and anyone interested will be welcome at the meetings.

The addresses will be followed by discussion in which all are asked to participate.

The chief speaker will be Mrs. Gudrun Thorne-Thomsen of Chicago, of national reputation as a story-teller. Dr. W. Dawson Johnston, who has recently come to the St. Paul Public Library will be cordially welcomed by Minnesota librarians. Mrs. Clarence L. Atwood, President of the Minnesota Federation of Women's Clubs, as a champion of the new recreation movement will have many stimulating suggestions for librarians. The experience of Mrs. Margaret Baker in organizing country clubs will be of practical value to libraries which are responding to new calls for service, and the presence of Miss Margaret Evans is an assurance of inspiration from the rich stores of a genuine lover of books and an interpreter of their deeper values.

Other speakers from Minnesota libraries will be Miss Margaret Palmer, of Chisholm; Miss Dorothy Hurlbert, of Moorhead; Miss Stella Stebbins and Miss Ethel Wright, of Virginia.

The program offers the additional pleasure of music by Mrs. Charles Weyerhauser, who has so generously contributed her talents at former meetings of the association, and the people of Little Falls are planning many delights in the way of entertainment, including an automobile ride, dinner at the gymnasium and picnic at Pine Grove.

Exhibits. A collection of library aids, helps in meeting the demands of the day, picture collections, etc., will be on exhibition.

Entertainment. The people of Little Falls have generously offered to provide lodging and breakfast for library delegates. The banquet on the evening of September 15th will also be given and a charge of thirty-five cents will be made for the picnic luncheon. The ladies of the Episcopal Guild will serve supper Wednesday evening at the residence of Mrs. L. M. Roberts for thirty-five cents. Other meals will be taken at restaurants or the Buckman Hotel at a cost not to exceed fifty cents each. If you have not already replied to the circular letter sent out August 1st, be sure to send your name

at once to Mrs. Jenny Lind Blanchard, Little Falls, Minn., giving time of arrival and choice of roommate.

Trains. Little Falls is about 100 miles north of St. Paul on the main line of the Northern Pacific road. Those going by way of the Twin Cities should take the train which leaves St. Paul at 11 a. m. and Minneapolis at 11:25, reaching Little Falls shortly after two. Connections from the West may be made at St. Cloud at 1:07 p. m. The train from the Northwest reaches Little Falls at 2:45 p. m. and from the Brainerd division at 2:30 p. m. If ten people come on the Duluth branch it is hoped that arrangements may be made to hold the train at Brainerd so as to make connections with the train leaving Duluth at 10 a. m. The train on the Dakota branch coming through Morris, Glenwood and Sauk Center arrives at 10:40 a. m.

Membership. Any library may become a member of the Association upon payment of an entrance fee of one dollar and annual dues of one dollar. Individuals may join upon payment of fifty cents for entrance fee and fifty cents for annual dues. The entrance fee must also be paid upon rejoining if membership has lapsed. Dues are payable at the annual meeting or may be sent to the secretary-treasurer, Miss Frances E. Earhart, Public Library, Duluth, Minn.

NATIONAL EDUCATION ASSOCIATION LIBRARY DEPARTMENT.

The four sessions of the Library Department of the N. E. A. held in St. Paul, July 8-10, were well attended, and full of interest and profit.

The first meeting was held in joint session with the National Council of Teachers of English, at the Elks' Hall, St. Paul, Wednesday forenoon, July 8th, Mr. Willis H. Kerr, president of the department presiding. In the absence of the secretary, Mary C. Richardson, librarian State Normal School, Castine, Maine, was appointed secretary pro tem.

Mr. M. S. Dudgeon, secretary of the Wisconsin Library Commission, read a paper on "The library's debt to culture," which he summarized as follows:

In discussing "The library's debt to culture," we define the cultured person as one who is sensitively appreciative of, and ac-

tively responsive to beauty and virtue which is within one's personal world.

We assume that such culture makes men, makes them "capable high-minded men," who will "make themselves capable and sensible lawyers, merchants, politicians, artisans."

We believe that a wide familiarity throughout life with the best literature is inconsistent with an absence of culture.

We urge that all children in city and country alike, should have access to books and that the book hunger of rural communities calls aloud to all libraries and to all librarians.

We maintain that the book work must begin with the lowest grades through which all children go when their minds are prehensible, before competing interests have appeared, when they are greedy for good books; that the child must be kept throughout his school life in close contact with what is worth while in literature.

We insist that to give any but the best to a child is a crime.

We hold that the librarian or teacher who knows not good books is impotent to impart the love of good books.

We urge that the school and the library owe it to every pupil to fix upon him reading and library habits that will follow him when he leaves the school-house for the factory or shop.

We have been considering the cultural possibilities of the library. I am not unmindful, however, of the value of the strictly utilitarian. If the library can aid in teaching the world's workers to do the world's work more effectively it is a most important function. It is of course perfectly true that if the pupil now in school grows into an adult unable to earn his living—a non-productive, non-earning individual—such cultural tastes or tendencies as may be his are of no use either to him or to anyone else. Neither do I fail to recognize the principle that to learn to do the simplest utilitarian service with complete thoroughness and understanding has a distinct cultural value.

But granting this, it is still true that "men are men before they are lawyers, or physicians, or merchants, or manufacturers, or mechanics; and if you make them capable and high-minded men they will make themselves capable and sensible lawyers, merchants, politicians, artisans."

The cultural possibilities of school and college libraries was the subject of a stimulating address by Dr. William B. Owen, president, Chicago Normal College, Chicago.

Dr. Owen said that we get our standards of good judgment and taste by living in the world of men. Culture is fundamentally a socializing process, which brings an individual up to the standards of the largest possible social group. Books are a means of enlarging a man's knowledge of the world of men. They do not take him out of the world. Through the printed page, we gain a communication of experience, and re-live the experience of others. Books are the best scheme man has yet recognized for getting rid of time and space. The world of books is a duplicate of the world of men made accessible to anyone.

The library is therefore a fundamental means of cultivating men and it must, (1) give a boy or girl the realization that the world in all its fashions and forms is available, (2) must teach them how to use books, to realize that every subject is already organized, that they have only to "ring up" and get the answer from the world's experience.

A discussion of successful experiments in home-reading lists was opened by Helen M. Baker, High School, Brownton, Minn., and Minnie E. Porter, Emerson School, Gary, Ind. Miss Porter giving some interesting recommendations of books by students in the State Normal School at Emporia, Kan. A paper on the Boy Scout reading list by Franklin K. Mathews, Chief Scout Librarian, was read by Miss Clara Baldwin, of the Minnesota Library Commission. A number of teachers and librarians contributed to the discussion as to ways of getting best results from home reading; whether placing different credit values on different books was practicable. All emphasized the need of keeping the child from the feeling of compulsion to read certain books, the importance of arousing interest before real effort could be secured.

The second session was in charge of the Committee on Rural School Libraries and was held in the auditorium at the University Farm. Between 300 and 400 were present, including many teachers attending the summer school. Miss Martha Wilson, chairman of the committee, presided. Delia G. Ovit, librarian of the State Normal School, Mil-

waukee, Wis., read a paper on "Training of rural school teachers in the use of books."

An address on "The country child in the rural school library" by Mrs. Josephine C. Preston, State Supt. of Public Instruction, Olympia, Wash., was full of interesting personal experience in dealing with problems of rural life.

Miss Mary C. Richardson of Castine, Me., gave a brief talk on rural schools in Maine.

A paper entitled "Making the library earn its salt" was read by Willis H. Kerr, librarian of the State Normal School, Emporia, Kan.

The report of the committee on a standard foundation library for a rural school was presented in the form of a tentative list of 120 books compiled by Harriet A. Wood, School Librarian, Portland, and Walter Barnes, Librarian, Glenville, W. Va.

On Thursday forenoon, the department met in joint session with the Minnesota Library Association, in the House Chamber, at the Capitol, with Miss Martha Wilson, president of the Association in the chair. Over 100 people registered at this meeting, of whom 32 were library workers from the Twin Cities, 34 library workers from other parts of Minnesota including the students in the library summer school, 18 were librarians from other states, from Maine to Texas and Washington, and the rest were teachers.

In opening the meeting, Miss Wilson referred to the growth in libraries in Minnesota since the last meeting of the N. E. A. here in 1902. Mr. George B. Utley, Secretary of the A. L. A. gave a few words of greeting and mentioned a number of A. L. A. publications of use to teachers, including first the List of books for a high school library, compiled by Miss Wilson of the Minnesota Department of Education; Vocational guidance through the library, by Miss Hall; Material for geography, by Miss Booth, and Library work with children, Miss Olcott.

Mr. Purd B. Wright, librarian of Kansas City, spoke on the importance of the teacher getting the library point of view, and the librarian understanding the teacher.

The newspaper morgue, the library and the school, was the subject of a paper by Dr. W. Dawson Johnston, librarian, St. Paul Public Library, which appears in full in another column.

Mr. Willis H. Kerr, president of the Li-

brary Department, gave an address on Libraries and schools—Educational co-operation.

Della G. Ovitz read a paper on "Normal School training in library methods" (printed on another page), closing with a short paper given at the A. L. A. in Washington by Lucy E. Fay of the University of Tennessee on "Standardizing the course of study in library work in normal schools" and recommended that a committee be appointed to co-operate with a similar committee from the A. L. A. in working on this subject, also that Mr. Kerr serve as one member.

A discussion followed this paper, led by Mr. Kerr. Mr. Rice spoke of the school library law in Wisconsin. Wisconsin has progressive laws in regard to support of school libraries, and soon will have a law making ten weeks required work in library instruction in normal schools compulsory.

A delegate from the Mississippi Valley Historical Association, Mr. O. N. Dickerson, Winona Normal School, told of a committee of seven to standardize library work in connection with the teaching of history, and said he was commissioned to ask for one member from this department to serve on the committee. Miss Florence M. Hopkins, of Detroit, Mich., was appointed.

In the afternoon the visiting librarians were conducted to the St. Paul Public Library and thence to the Minneapolis Public Library and the Walker Branch. In the evening they were guests of the Minnesota Library Association at dinner at the Town and Country Club, St. Paul, where more than 130 were present. Dr. Johnston charmingly presided as toastmaster and brief speeches were made by Dr. Owen, Mr. Kerr, Mr. Wright, Mr. Schulz, Miss Elizabeth Hall, president of the M. E. A., Miss Countryman and Miss Wilson.

The final session was held Friday afternoon at the Capitol. Marie A. Newberry, of the New York Public Library, read a paper on "A normal budget for a high school library." This was followed by a brief discussion on amounts spent on salaries and on books in various high school libraries. It was agreed that there should be more definite knowledge on what it costs to start and to run a high school library of a given size. A motion was made and carried that the high school committee continue to investigate this question and report later.

High school branches of public libraries was the topic of a paper by Purd B. Wright, librarian of the Public Library, Kansas City. In the discussion which followed it was brought out that the grades above the sixth in Kansas City and the high school pupils have definite instruction in the use of a library.

The report of the committee on normal schools was read by Mary C. Richardson, of Maine.

A rising vote of thanks was unanimously carried sending to Miss Ida M. Mendenhall the appreciation of this department for the library exhibit now in the hands of the U. S. Bureau of Education.

The report on high schools was read by Mr. Kerr. A motion to send thanks to Miss Hall and her committee for their work was carried.

Reports of committees on resolutions and nominations were received and the following officers elected for the ensuing year:

President—Harriet A. Wood, School Librarian, Portland, Ore.

Vice President—Dr. W. Dawson Johnston, Librarian, St. Paul Public Library.

Secretary—Lucille Fargo, Librarian North Central High School, Spokane, Wash.

The president appointed the following committee on Standard courses in library work for Normal Schools:

James F. Hoscic, Chicago Normal College.

Martha Wilson, St. Paul.

Willis H. Kerr, Emporia, Kan.

It was moved that the newly appointed officers be requested to give their careful consideration to getting the school library question before the Superintendents' Dept. of the N. E. A. with power to act, further that they be asked to present proper resolutions on school library service to the N. E. A. committee on resolutions. It was also moved that an effort be made to have library matters presented before the Fourth International Conference on Home Education which will meet in this country for the first time this year.

The library exhibit of the U. S. Bureau of Education attracted much attention and was worthy of careful study. It consisted of a large collection of selected lists of all kinds, attractive posters showing school library work and work with children in general, picture collections, aids in geography, and a collection of finely illustrated books.

THE NEWSPAPER MORGUE, THE LIBRARY, AND THE SCHOOL.

By W. DAWSON JOHNSTON,
Librarian, Public Library, St. Paul.

The scrapbook is one of the most honored of all books in the library, but "the morgue" as a department of the library has not as yet received the attention which it deserves. It was established in the St. Paul Public Library as early as 1892, but it was not until the A. L. A. conference of 1909 and the discussion excited by the description of the Youth's Companion reference library in the following year that it received serious consideration from librarians.

The treatment of pamphlets, A. L. A. Bulletin, 3:400-408, Sept., 1909.

Foster, Paul P. The new encyclopedia, Public Libraries, 15:236-37, June, 1910.

Luce, Robt. The clipping bureau and the library. From Special libraries, 1913, 5p.

Babbitt, Grace E. Pamphlets and clippings in reference work, Library Journal, 39:353-55, May, 1914.

The present condition of historical science, the present condition of the literature of current questions, particularly journalistic literature, and the experience of librarians in this new department make a review of the subject desirable on this occasion.

Recent criticism indicates that our historical literature must be classed with fiction, that the study of history must be delegated to specialists, and that historical method while of the greatest value in scientific research is of less value in instruction than the method of observation.

This change in the attitude of the scientist and educator toward history must be accompanied and is in fact being accompanied by a change in the relation of the librarian to this subject. It is more and more widely recognized that good material relating to the history of the 20th century is of greater importance to a community than material relating to the 16th century, and material relating to local affairs more useful than the most valuable histories of the greatest cities of antiquity.

Perhaps the most important factor in establishing these new standards of intelligence is the newspaper. The newspaper has created a demand for current and local information, and has done much to satisfy the demand which it has created, but it has not done everything. In order to secure as large a circulation as possible the news-

paper confines itself largely to the news and gives as large a variety of news as possible.

Careful discussions of current problems are left for the most part to writers for the metropolitan magazines and the study of these discussions is left to the readers of these magazines. The domination of Wall street in finance is as consequence paralleled in a measure by the domination of Grub street in the world of ideas.

A partial remedy for this condition of affairs has been found in a few places in the publication of local magazines. These are issued either by a municipal bureau or by a civic organization, and are of the greatest value to the communities in which they are published.

In communities where no such publications exist the library is doing something to meet this need and will, I believe, do more and more. In the first place it must preserve local news after it has ceased to be news, and preserve it in such a form that it will be as accessible as it is in the newspaper morgue. In the second place it must cull from non-local sources all the most important material relating to questions of local interest and make that equally accessible. In other words it must preserve the best in the local press as far as it can. It must furnish information of interest to the masses and also information of interest to the specialist only. It must represent not only the opinion of the majority but also that of the minority.

The material in this new department of the library is unbound. It consists of pamphlets, booklets, circulars, broadsides, magazines, excerpts, newspaper clippings, letters, manuscript memoranda, maps, views, plans, portraits, and cartoons; advertising literature, institutional announcements, trade catalogs, and the literature of propaganda.

It comes from such sources as those described by Miss Booth in her article on "Material on geography which may be obtained free or at small cost," published in the *Journal of Geography* for January (Reprinted by the A. L. A. Publishing Board, 1914, 23p). It is taken from duplicate magazines which have been either purchased for circulation or presented to the library by subscribers who do not wish to preserve files. It is taken also from discarded or duplicate newspapers (New York Public Library, Report for 1913.)

Preparation of Material For File.

The importance of making this material immediately accessible, together with the fact that it has for the most part mere fugitive value makes it undesirable that time and money should be spent in accessioning or cataloging it. It is, essentially material received on approval.

The aim being to make this material as accessible as possible and that as soon as possible it is desirable to either eliminate cataloging altogether, postpone it, or abbreviate it.

In the District of Columbia Public Library the rule is to catalog a pamphlet if printed cards are obtainable, and enter it in both official and public catalogs by author and subject. The cards are stamped "Pamphlet collection—consult assistant in Reference room."

Other material is referred to, as in the Harvard University library, by multigraphed cards on which the subject is typewritten and the following is printed, "For pamphlet material and clippings on this subject consult assistant in Reference room."

It is certain that the latter practice is to be preferred except for special classes of literature and in special libraries. Neither the use of library catalogs nor the use of this material warrants the expenditure of time and money involved even in temporary entries, or even the expenditure involved in filing cards already prepared.

The absence of a record in the catalog will, however, make careful classification of the material more essential. In the St. Paul library a much modified dictionary plan of arrangement has been found most satisfactory despite the fact that the decimal system of classification is used in shelving the book collections. For example, literature relating to an individual institution is filed with the literature of other institutions of the same class, as on the shelves, and excerpts relating to an artist with excerpts relating to other artists of the same school. This practice makes desirable a list of subject headings and cross references used. The heading is written on the left margin of the pamphlet.

It is possible to mount the material thus collected and classified, or to enclose it unmounted in envelopes or folders.

The New York Public Library which has only recently been able to inaugurate such

a collection mounts pamphlets and clippings alike on manila backs $7\frac{1}{2} \times 10\frac{1}{2}$ inches. Material which extends beyond the mounts is folded to a convenient size and clips used to preserve the folds. In the District of Columbia library manila envelopes without flaps large enough to hold typewriter paper, i. e., 9 by $11\frac{1}{2}$ inches are used. In other libraries the more accessible folders of the same size are used also, mounts being used only for pictures and similar material and envelopes for the smaller formats and large collections of loose material.

In St. Paul the newspaper clippings have been preserved in a separate file mounted by means of round-head paper fasteners on cover paper cut 9 inches by $12\frac{1}{2}$ and folded in three to form a case 9×4 . Other libraries keep newspaper clippings in envelopes, size $4 \times 9\frac{1}{2}$ inches.

The collections are kept in vertical filing cabinets and guide cards are inserted to facilitate the use of the more useful material. The cabinets are installed in the reading room with other reference material. As rapidly as envelopes or folders become filled or as the material in them becomes antiquated they are withdrawn from the vertical files in the reading room and placed in pamphlet boxes in the stack, a dummy card being inserted in their place, which reads "see shelves." Whether the pamphlet boxes shall be shelved in that part of the stack nearest the reading room or with the other literature of the subject and how long it shall be preserved depends altogether on its use.

In the larger libraries it has been found desirable to divide the collection, keeping material of general interest on current questions in the general reading room, and sending other material to the special reading rooms. In the District of Columbia library, for example, material on industries is sent to the industrial department, and in the Chicago Public Library current material on theatrical and dramatic subjects is kept in the study room for women.

The importance of having this kind of material readily accessible and the difficulty of replacing it make it unwise to circulate it with the same freedom with which books are lent. The package libraries of the Minnesota Library Commission and of the University of Wisconsin Extension Division are, however, sufficient evidence that the mate-

rial should circulate, and if urban communities are to enjoy the privileges which rural communities possess it must circulate with the greatest freedom possible.

It is not enough, however, that the librarian make better use of newspaper and other material on current questions. Teachers also must study newspapers and newspaper methods and give instruction to their pupils in the use of newspapers and newspaper methods. There can be no better material for the study of civics, as many have found; there can be no better exercise in the art of reading than that which is necessary in skimming a newspaper; and there can be no better introduction to library methods than that involved in deciding on subject headings for material which is to be filed.

The newspaper is the truly common school.

TRAINING IN LIBRARY METHODS IN THE NORMAL SCHOOL.

By DELIA G. OVITZ,
Librarian, State Normal School, Milwaukee, Wis.

In discussing the subject of Training in Library Methods in the Normal School I was asked to outline the following: how much should be attempted according to the periods allotted—which are the most important things and what is the order of their importance?

The report of the Library Department of the N. E. A. of last July states that as yet there is no uniformity of requirements in the normal schools. Until the normal schools and colleges adopt some sort of standard for these courses the library instruction in the grades and high schools will continue to be given in the hit and miss fashion in which it is being given today.

What I have to say, though not new, will be based directly on experience.

My plea is for a required ten weeks' course in reference work in every normal school. This course should be planned with two objects in view; first, the value of the work to the student himself, and second, the value of the work to the children the student is to teach. The course should teach the student the intelligent use of all library tools such as the card catalog, periodical indexes and bibliographies. It should make him familiar with a group of books of ready reference—the Statesman's year book, the almanacs, the encyclopedias, dictionaries,

books of quotations, debating aids, newspapers and periodical literature, and public documents; the material that may be secured from various manufacturing concerns, railroads and steamship lines and educational institutions. It should acquaint the student with the various institutions to which he may apply for aid in case the school library is lacking the material he needs. And special emphasis should be put on the value of the course in library work for the grades and high school. This latter work should be further emphasized by requiring students to do practice work in connection with the points discussed.

Some there are who think this work may best be taught by the individual teachers in connection with the special subjects taught—I disagree most heartily. In the first place "there are still those among the teaching force who cannot see clearly the place of the library in the educational field, there are others who are so interested in their own special field of teaching and so thoroughly satisfied with just what they have been doing along their own line, that they do not care to go out of well-worn paths. There are others, however, and happily this is the larger number, who do realize the place and the value of the library. But some—even of these—feel that there is so much ground to be covered and so little time in which to do the work, that anything not actually required by the course of study will have to be excluded or their classes will not measure up to the final test at the end of the term." On the other hand the librarian's training has emphasized the use of books as tools—she is peculiarly fitted for the task. It therefore appears best to me that the librarian give this work. The course will fail, however, of its greatest usefulness unless the librarian plans the course so that it will correlate with the work being done by the other teachers; all problems assigned must have immediate bearing on the work being done in the school. Again the librarian seems to be the best one fitted to do this work as she is in direct touch with all departments as no other member of the faculty. In the school with which I am connected after the lecture on a certain phase of the work is given,—for example the lecture on reference books,—each student is given a set of problems bearing on the subject discussed. The English department the

following day or days will use these problems as a basis for their oral and written themes. Other sets are given in geography, botany, history—the students in these special subjects select one of the problems in either or both of these sets as a basis for a long theme and are given credit for it by the geography, botany or sociology department as the case may be. In like manner when the magazine indexes are discussed—sets of problems on current events are given, each student selecting a topic and either compiling a bibliography or writing a short theme. Credit for this is given in the civics class. Thus the student begins to feel that this work is of immediate practical value to him in his work. While the librarian gives the course, therefore, it is in the interest or indifference of the teachers that the success or failure of the work lies. The great cry is for the practical and as soon as you convince teachers and pupils that the work is of immediate practical value your battle is won.

The comparisons of the relative merits of the magazines forms a most interesting and profitable part of the course. As a result of this work started in the reference course, the members of a class in civics subscribed for the Survey for three months, members of a history class took either Current Opinion, Review of Reviews or Literary Digest for the same length of time and a class in English subscribed for the Atlantic Monthly for three months for their work on the essay. The introduction of these magazines as texts emphasized as nothing else could the value of the current magazine in current history as supplementing and bringing up to date the material in the text book.

The course in reference work is required of all students who enter the Milwaukee Normal School and is given preferably the first quarter so the student may have this introduction to all his tools at the very beginning of his work. The verdict passed by teachers and students is that the work is most valuable.

No teacher should be permitted to teach till she has taken a course that gives her such knowledge and acquaintance with children's books as will enable her to direct wisely the reading habits of her pupils. Such a course might well consist of the following: history of book making; earliest records; history of writing and famous

manuscripts, origin and development of printing, early printers, noted modern presses, book illustration, growth of the book trade; principles and aids in book selection; study of types of the best children's books; story-telling—what stories to tell and how to tell them; also how to arrange stories from the classics for dramatization; the literature of knowledge, including books on science, history, geography, etc., should be included also.

A course as mapped out above would take at least ten weeks. This work should be given by someone in the English department with the proper qualifications for the work.

And lastly there should be in at least one normal school in each state a course designed for teacher-librarians with the aim of preparing a few teachers to organize and administer small school libraries. Admission to this course should be granted only to those who had taken the other two courses and should include the following: helps in the selection of books for school libraries; guides to the choice of books for individual reading; school and public library inter-relations; ordering of books; mechanical preparation of the book for the shelf; classification of books, cataloging; administration; care of material other than books; i. e.: pamphlets, public documents, clippings, pictures, educational exhibits, etc.; how to make the resources of the public and school library available to pupils in school; library lessons in the grades.

If the school library is to come into its own and be the laboratory for students while at school and the continuation school for all after leaving school it is very necessary that this instruction be given in all schools.

REFERENCE FUNCTION OF A SMALL LIBRARY.*

By CHARLES E. RUSH,
Librarian, Public Library, St. Joseph, Mo.

I submit the proposition that the small library's surest road to a proper and sufficient financial support lies in the effort of reaching a large per cent of the business and laboring men in a direct practical way through what we call reference work. However, it seems very evident that the entrance to this much desired road is beset

*Extract from paper read at A. L. A. conference in Washington, D. C.

with many and considerable difficulties, the majority of which are likely due to our own point of view and the limitations which we set on ourselves and our efforts. Perhaps our own methods sorely need the application of the principles of efficiency and perhaps we need most to adopt a systematic plan of reference extension work.

Why should we spend time in discussing the theoretical question concerning the proper amount of emphasis to be placed on cultural things and on things practical? We certainly all desire most to give greater and greater service and all of us seem to want and need still greater and greater financial support. Why should we not make our most vigorous efforts to reach the business men of our communities whose influence is very practical with the "powers that be," feeling confident of definite results? We take pride in the statement that our libraries reach directly more people than other public institutions. If this be true we are in duty bound and should be expected to be the best informed institution on the community's conditions, problems and needs. If we are to fight against the ignorance and general indifference of the various classes and parts of our communities, how can we do it efficiently and effectively without a definite knowledge of the conditions and difficulties to be met?

Suppose we chart the physical characteristics of our community, indicating its topography, transportation systems and various other natural and artificial aids and barriers of easy communications. Within the segregated districts suppose we chart the community problems of population, housing, health, industries, types of inhabitants, schools, morals, social agencies, politics, etc.—all of which must first be obtained from a careful, personal survey. Would such an effort be worth the time and cost of making? Are specific facts, rather than general impressions, of value in a broad, thorough, educational program? Would it be helpful to know the exact reasons why the children of a certain district do not visit the library, what portions of the city are increasing or decreasing, what per cent of foreigners live in certain quarters, how social lines or localities are sharply defined, the number, kind and size of industries, classification of amusements, number of juvenile delinquents, locations of the centers of immor-

ality, efforts of relief agencies, leaders and lieutenants of every good and bad movement, and scores of other items of vital importance?

If now on this same chart we can center our library and indicate our various avenues of service and their stock, we can easily connect the sources of supply and demand which we have met in lines of one color, and trace those which we have not favored or discovered heretofore in lines of another color, graphically illustrating the needs of each section of the entire community and the necessary efforts of our library to live up to its motto of "The best reading for the greatest number."

Such a study of local library work and its possibilities, and a consideration of all vital conditions in relation to the actual library work to be done will present a host of unthought-of opportunities. A library worker cannot accomplish alone this great task and will be compelled to seek the help of all agencies, forces, classes and organizations in the community. This very necessity will most assuredly bring to light many more avenues of service and contributing library co-operation. Problem after problem will be found to be interlocking with other situations and achievement can only come through the aid of friendly co-workers, who will naturally become library enthusiasts. A thorough knowledge of all social conditions, of community negligence, of municipal misrule, of neighborhood environment and of individual needs will widen the horizon of the reference department to the very limits of the field and enlarge the librarian's conception of his plain duty of sharing with all of his community people the ideas of the world.

In developing this survey idea it has been found to be a wise move to slowly organize a volunteer cabinet of outside library enthusiasts composed of business men, social and educational workers, clubwomen, professional men and laborers to whom the librarian can go for outside friendly advice and suggestions—all of whom can come to the librarian's aid and be of telling influence in any desired or undesirable movement. Also a deliberately brought-about acquaintanceship with the prominent men and women of the community, the leaders of politics, business, society, various organiza-

tions, elements and ideas, has been found to be of most valuable assistance.

Furthermore, we are in great need of more co-operative information within our own community, state and nation. Surveys and specific facts made and gathered by other organizations may well be incorporated in our general plan. For similar reasons we need state surveys of conditions, resources and needs, to be followed up by an active organization of co-operative efforts, making full use of special delivery letters, long distance telephone, night letters and telegrams for calls for aid and the parcels post for relief work. Usually it is the nearest large library that helps the small library most. The small library should naturally look to the state for first aid, since public education is a burden on the state and libraries are being recognized more and more as educational institutions. A small library should expect and demand of its big brother libraries every possible assistance, varying from reference lists, abstracts, translations, photographic copies and partial or complete bibliographies to the loans of individual books, and package and traveling libraries.

Is it not true that we do need a considerable amount of the "get-together-movement," intermingling much of the big and little brother spirit while endeavoring to make our supply of ideas meet the demands in community and state? Why should any man as an individual expect less interest from his state or commission library than from his community library? Why should any public library consider itself in any other relation than that of a branch of the state government libraries? The day is coming when we shall have among all libraries a much closer system of co-operation, a greater interchange of research efforts, loans, etc., a better understanding of the clearing house idea in which we shall depend upon each other's specializations, and a system of book reservoirs of material seldom used from which all libraries may secure satisfactory aid.

In all this effort toward co-operation and also in our daily work the great problem confronting us is that of securing greater results at a lower cost. The test of efficiency will soon be forced upon us.

How are these things accomplished?

(1) "Find the best possible way to do a thing.

(2) Make that way standard as to both method and time.

(3) Teach employees how to reach the standard.

(4) Give them the right incentive to do it."

Suppose we submit ourselves and our libraries to a survey and answer as best we can these following twelve questions, which have been adapted from those used in the University of Wisconsin survey:

1. What is the small library undertaking that the community as a whole does not wish to do?

2. What is the small library failing to undertake which the community wishes it to do?

3. Is the small library doing well enough what it does?

4. Is it doing inexpensively enough what it does?

5. What parts of its work are not satisfactorily supported?

6. What parts of its work are out of proportion—too large, too small—to its program as a whole?

7. Is the community's support of the library proportionate or disproportionate to community support of other public educational activities?

8. Is the library's business management—in policy, planning, purchasing, supervising, checking and reporting adequate and efficient?

9. Does the library take sufficient active part in all activities tending to make the community a better place in which to live?

10. What is the library's relation with, and influence upon, the rest of the community's system of public education?

11. Does it see itself as others see it and does it actively appreciate the necessity of knowing the needs of its patrons and the desirability of both pointing out these needs and supplying them?

12. What not-yet-met needs of the community which the library might meet, and what opportunities for increased efficiency, should be attempted at once?

Such a personal survey should convince us that every small library must be a human interest library, with the object of "raising every man to his highest state of

efficiency, prosperity, and happiness"—of lifting him "above the common level to which the industrial tendency of the day assigns him." Through reference work more than any other line of service the librarian can catch the vital interest of both reader and community, and with an appreciative finger on the pulse he can make his library more and more efficient and of greater and greater service as an "Idea Shop," and still maintain its old and familiar reputation as a "Literary Resort."

SUMMER LIBRARY SCHOOL 1914.

The Library Summer School of 1914 was held at the State University, June 15-July 24, with an attendance of 28, the largest number ever registered in this school. Of these 12 were librarians of small public libraries, 9 library assistants, and 7 librarians or assistants in school or college libraries.

The usual elementary course was given under the direction of the secretary of the Commission, who gave the lectures on book selection and buying and on library administration. The instruction in classification and cataloging was given by Miss Carey, the preliminary lessons in order, accession and allied subjects by Miss Haven, eight lectures on children's work by Miss Wilson and six lectures on reference work by Miss Stearns.

Special lectures included a talk on The literature of history by Dr. W. Dawson Johnston, of the St. Paul Public Library, a talk on Publicity with many practical suggestions and illustrations, and another on The Library and civic work by Miss Maud van Buren, of Owatonna, organizer of the American Civic Association. Miss Margaret J. Evans, of Northfield, chairman of the Library Commission, gave an address on Poetry as a revealer, exemplifying its revelation of beauty in nature, its revelation of man to man, of man to himself and the revelation of the ideal. The visit to the Minneapolis Public Library was preceded by a talk from Miss Countryman on its departments of work, especially its method of distributing books throughout the city through branches, stations, schools, factories, etc. A visit was made to the Capitol, where the several libraries belonging to the state were inspected and to the St. Paul Public Library. A talk on binding by Mr. F. E. Chidester, manager

of the Waldorf Bindery, was followed by a visit to the bindery.

During the N. E. A. week, the program was arranged so that the students might have the privilege of attending all the library sessions.

The faculty received the members of the class informally at the Delta Gamma Lodge during the opening week, and a picnic was held at Como Park on July 4th.

The following students were registered:

Emma L. Backe, libn. P. L. Thief River Falls.

Ethel Binney, libn., H. S. L. Gilbert.

Clara Bryan, apprentice P. L. St. Paul.

Isabel M. Buckley, libn. H. S. L. Hibbing.

Helen Callaghan, asst. libn. Normal School, Mankato.

Hester J. Clark, libn. P. L. Ortonville.

Beda Erickson, substitute, Camden Place Branch, Minneapolis.

Margaret Fletcher, libn. P. L. St. Louis Park.

Eva L. Furber, libn. P. L. Detroit.

Mae A. Furlong, asst. libn. P. L. Hibbing.

Mrs. Georgia A. Goss, libn. P. L. Anoka.

Anna Hanna, apprentice P. L. St. Paul.

Dora C. Jett, apprentice P. L. St. Paul.

Julia E. Johnsen, libn. Wilson Package Library, Minneapolis.

Edith C. Knock, assistant libn. Gustavus Adolphus College, St. Peter.

Esther Kronlund, libn. P. L. Ironwood, Mich.

Thyrza McClure, libn. North High School, Minneapolis.

Ethel S. McCubrey, libn. P. L. Moorhead.

Mrs. George W. Mangskau, libn. P. L. Breckenridge.

Augustina Muckley, apprentice P. L. St. Paul.

Mabel Olson, asst. libn. P. L. Austin.

Helene D. Peck, asst. P. L. St. Paul.

Emily H. Pope, apprentice P. L. St. Paul.

Agnes M. Robinson, libn. Matson P. L. Princeton, Ill.

Mrs. Hilda O. Slind, libn. P. L. Madison.

Alice V. Steffens, libn. P. L. Spring Valley.

Agnes Thornton, asst. libn. Normal School, Moorhead.

Eugenie Walker, libn. Carnegie Lib. Dell Rapids, S. D.

AIDS FOR LIBRARIANS.

Debate material. The subject chosen by the High School Debating League is, Resolved: That the U. S. government should

own and operate the telegraph and telephone lines.

Some good material is:

Public ownership of telegraph. (Abridged debater's handbook). H. W. Wilson Co., White Plains, N. Y. 25 cents.

American Telephone and Telegraph Co. N. Y. Information Department Bulletins. Free upon application. (Material on negative.)

Parsons, F. Telegraph monopoly. C. F. Taylor, 1520 Chestnut St., Philadelphia. 25 cents.

Social forces; a topical outline with bibliography, published by the Education committee of the Wisconsin Woman's Suffrage Association. An excellent outline for study clubs who are pursuing present day problems, especially useful for its full bibliographies, suggestions for work, and references for obtaining material on motion pictures, social centers and educational problems. May be obtained from the Wisconsin Suffrage headquarters, Madison, Wis., for 15 cents.

Public Health. The new public health, by Dr. H. W. Hill is a very useful and readable pamphlet of 128 pages published by the State Board of Health. A copy will be sent to any public library in the state upon application to the State Board of Health, St. Paul. Do not delay sending in your request, but drop a postal at once.

Heroism; a reading list for boys and girls. New York Public Library 5 cents. "A most attractive list, suggestive to any one interested in children or heroes separately or in combination. Includes bible heroes, hero tales in myth and legend, heroic saints, heroes and heroines of history, Indian heroes, heroes of the sea, of discovery and everyday."

FOR SALE.

U. S. Catalog, 1902. Public Library, Owatonna, Audiene Graham, librarian.

The Owatonna library also offers for sale a number of duplicates which will be disposed of at low prices. The list will be sent to any library upon application to the librarian.

Century magazine, 1874-1901 (unbound) is offered as a gift to any library which will pay transportation. Apply to the Library Commission.

A six tray Library Bureau catalog case which has been in use several years is offered for sale at half price, \$6. Address Hattie E. Marvin, Librarian, Zumbrota.

WANTED.

A nine tray Library Bureau catalog case at second-hand. Hattie E. Marvin,
Public Library, Zumbrota, Minn.

TRAVELING LIBRARY NOTES.

A new juvenile library, embodying Boy Scout and Camp Fire Girls interests will be ready for circulation in September. The books contained in this library are vigorous, wholesome and emphasize service and heroism.

A state wide campaign for traveling libraries is under way. A post card with cut of traveling library map will be sent to every town which has no traveling library facilities. This postal will be mailed to the post-master of each village with the request that he exhibit it in the office where the general public may see and study it. Nothing awakens the interest in traveling libraries and stirs civic pride like a map. After a moment's study the inquirer will say, "Why they have a traveling library at ———," naming a nearby town. "Well, I guess if they can have one, we can too."

New Norwegian and German books, for our foreign readers, have recently been purchased.

Before another month there will be many applications for agricultural books—more than we can possibly take care of. Will not all public libraries endeavor to supply farmers' reading in their own communities? The list of books for a typical farmer's library was published in Library Notes and News for December, 1913. The greatest service your public library can render your rural district would be to purchase these books and advertise the fact, so that the farmers of your vicinity would know that the books were available at the library.

Ninety club libraries have been reserved for the coming year; of these sixty have already been sent out. The most popular subjects were: U. S. Travel, 7 clubs; Mexico, 6 clubs; Home economics, 6 clubs; Drama, 5 clubs; South America, 4 clubs.

Many more clubs are asking for libraries on various countries, on home economics

and civic problems than in former years; but the requests for libraries on literature and art have been noticeably less.

For the aid of program committees 207 programs and outlines have been loaned during the last few months. On the other hand fewer programs have been received from the study clubs this past year than in any year since the Reciprocity Bureau was started. It will be impossible to meet these requests unless the clubs co-operate. Will every librarian ask the secretary of the club or clubs in her town to mail a copy of the club's program to the Library Commission at once?

Burrell's Woman's club-work and programs and Roberts' Club woman's handbook have recently been purchased, and furnish pertinent suggestions to clubs in program making, formation of clubs, parliamentary law, etc.

The pamphlets on Social forces and Public health, noted under Aids for Librarians are other invaluable aids to clubs studying social and civic problems. H. J. S.

RANGE LIBRARY CLUB.

At the dedication of the Eveleth library building, the librarians of the Range organized a library club with Miss Margaret Palmer, Chisholm, as president, and Miss Mabel Newhard, Virginia, as secretary. The first regular meeting was held in Hibbing, July 29th, with librarians from Hibbing, Chisholm, Virginia, Eveleth, Nashwauk and Keewatin, in attendance. The club was christened the "Clara Baldwin Library Club," and its object is to do team work. The most important co-operative endeavor is the work for foreigners. Each one of the libraries will make a detailed social survey, will discover the foreign book critics in each place, and get foreign book lists; a union catalog of all the books in foreign languages will be compiled and placed in each library. This will include books in Servian, Slavonian, Croatian, French, German, Polish, Swedish, Italian, Norwegian and Finnish. There will also be book reviews from various standpoints and discussion of current events. The members were entertained at luncheon at the home of Mrs. Erwin Lerch, a member of the Hibbing library board. The next meeting will be held in Eveleth, August 26th.

PERSONAL.

Miss Gratia Countryman, librarian of Minneapolis, who was injured in an automobile accident, July 17th, was confined to her house for a month, but is now able to be at the library again.

Miss May Wessberg, librarian of the Summer Branch, Minneapolis, who was more seriously injured, is recovering slowly, and will probably resume her work within two or three months.

Miss Bertha Barden, who was for several months assistant in the library of the North Dakota Agricultural College, has returned to the St. Paul library to take charge of the apprentice class.

Miss Myra Buell, of the St. Paul library, goes to Pratt Institute Library School this fall, and Miss Annie Edwards will attend Simmons College.

The following new appointments have been made on the staff of the Minneapolis library: Miss Mabel Abbott, N. Y. City Library School, formerly of the St. Paul library, as first assistant cataloger; Miss Bessie Scripture, of Minneapolis, lately in the library of Columbia University, as assistant in the Reference Department; Miss Louise Lamb, of the N. Y. State Library School at Albany, as assistant in the Circulation Department.

Miss Field of the Reference Department, and Misses Starr and Matson of the Circulation Department will attend the library school of the New York Public Library the coming year.

Miss Elizabeth Connor, for the past year librarian of the Two Harbors High School, has been elected librarian of the State Normal School at Aberdeen, S. D., and will begin work there in September.

Mrs. Ora C. Bland, for some time librarian at Anoka, has resigned her position and will remove to Waterloo, Iowa, to make her home with her son.

Mrs. Georgia A. Goss has been elected to succeed Mrs. Bland at Anoka, and attended the Summer School for Library Training.

Miss Jessie Whitman has resigned as librarian at Moorhead, and will spend the winter in California.

Miss Ethel S. McCubrey succeeds Miss Whitman at Moorhead, and took the Summer library course.

Miss Beatrice Shordiche, who has been librarian at St. James since August, 1912, has resigned her position. Her successor has not yet been appointed.

NEWS OF MINNESOTA LIBRARIES.

(Items of news for this column are solicited from all libraries in the state. They should be sent to the Secretary of the Commission by the 15th of the month preceding each issue of the bulletin, which appears quarterly in March, June, September and December.)

Breckenridge. Mr. and Mrs. J. A. Valentine have presented to the public library about 265 books from their private library, including some valuable reference books.

Chatfield. Work on the Carnegie building is progressing. Gen. J. W. Bishop of St. Paul, who was a resident of Chatfield before the war, and raised Company A of the Second Minnesota volunteers, celebrated the 53rd anniversary of the departure of that company for Fort Snelling by presenting to the Chatfield library a set of the War of the Rebellion records in 130 v.

Chisholm. It would do Mary Antin's heart good if she could visit the libraries on the Iron Range and see the use which the immigrants are making of these splendid institutions. In the six weeks from the opening of the library, May 15th to the end of June, 935 children and 504 adults were registered and 5,609 volumes were circulated. During July, 164 additional registrations were made, and the circulation was 3,336 volumes. Special days in the week are assigned to the children from various locations, in order to distribute the work evenly. The children may exchange books any day, but there is music for them on these special days, and a story hour.

There are victrola concerts every Sunday afternoon, in which the music of many nations is used. Sometimes selections from an opera are given, and the story of the opera is told.

The use of the beautifully equipped club rooms has been very gratifying. During the first two weeks the library was open, the office was used for five meetings, three meetings were held in the auditorium, there were small gatherings in the workroom on three occasions, four meetings were held in the women's club room and the game room was open ten evenings.

Miss Haven, organizer for the Library Commission is spending the month of Au-

gust in Chisholm assisting Miss Palmer in cataloging.

Cloquet. The annual report of the Cloquet library shows a total circulation of 29,802, a gain of 4,175 volumes over the previous year, and an increase in the use of non-fiction of 8 per cent, being 48 per cent for the past year.

Duluth. A library of 200 v. has been placed in a grocery store at Lakeside. The annual report for the past year shows a total circulation of 206,626, which is an average of two books a year for every resident.

Eveleth. The Eveleth Public Library was formally opened on July 1st. The building with furniture and equipment cost \$30,000, of which \$15,000 was donated by Andrew Carnegie. It is beautifully located at one side of the city park, and is of the oblong plan, the main floor being one large room divided by the charging desk into a children's room on one side and a reference and reading room on the other. The books are arranged in wall cases around three sides of the room. The floor is covered with cork tile, the lighting is semi-indirect, the decoration is simple and the color scheme of soft greyish tan with the dull-finish oak and gay flower boxes at the windows is most attractive. In the basement there is a large club room, and a smaller room with cozy fire-place is equipped as a men's reading room with magazines and newspapers. The furniture throughout the building was made by the Library Bureau.

During the afternoon of the opening day, about 250 children came in groups to listen to stories told by Miss Louise Richardson and Miss Ethel Wright, children's librarians at Hibbing and Virginia, respectively. In the evening the formal dedication took place which was attended by about 500 citizens from Eveleth and other Range towns. After the formal presentation of the library to the city by Mr. Whitman, president of the library board, and its acceptance by Mayor Gleason, the address of the evening was given by Mr. James P. Boyle, of Eveleth, who made a splendid plea for the use of the library, pointing out its value in a democracy, and its relation to progress in politics and social welfare. Miss Clara Baldwin of the Library Commission, spoke on The modern library, and the Architect, Mr. W. J. Sullivan of Duluth, made a brief address. There was excellent music by several solo-

ists and an orchestra, and after the program the Woman's Art Club served frappe in the club room. The library opened with about 2,000 books on the shelves, 50 magazines and 17 daily newspapers in the reading rooms.

During the first month that the library was open to the public 3,757 books, a daily average of 150 volumes, have been loaned for home use, while 3,196 readers, including 115 patrons of the men's newspaper room, have used the reading rooms, and 504 readers have visited the library on the four Sundays that it has been open. The total non-fiction circulation was 1,425 volumes or 37.8 per cent of all the books loaned. 47 foreign books have been issued, the largest per cent of which were Finnish. Many requests for books in Austrian and Italian could not be met as the books in those languages are not yet available.

806 borrowers' cards, of which 500 were juvenile, have been issued:

In the juvenile department 2,402 volumes, or 63.9 per cent of the total circulation, were borrowed by the younger patrons.

Glenwood. The library building has been repaired and painted inside and out.

Graceville. The plans for the new library building have been accepted and the library board has advertised for bids.

Hibbing. A branch library was opened at Alice, June 1st, which has proved very popular. The story-hour has been continued through the summer on the school playgrounds with a good attendance. The library grounds have been greatly improved by blossoming window boxes, geranium beds and shrubbery supplied by the park board.

Hopkins. The book shelves have been stained to match the woodwork. The council has increased the annual appropriation to \$700.

Keewatin. The Keewatin Public Library, housed in the new school building was open for use July 1st. The library is supported by the city and the school and is well supplied with books for general reading, for reference and school work, and in Finnish, Italian and Croatian languages, as well as texts for learning English. In the reading room 35 magazines are on file, with daily papers from Duluth, Nashwauk, Grand Rapids, Minneapolis and Chicago, and papers in Finnish and Italian.

Kenyon. The library association has collected over two tons of old paper, which were gathered by the Boys' Brigade, and have been shipped to the Twin City Paper Stock Co. A gift of over 30 books has been received from the Round Table Club. For the coming year, the council has appropriated \$100 for library support, in addition to supplying the room with heat and light.

Litchfield. The public library has recently completed its first decade, in which time it has acquired 3,476 volumes, and had an average circulation of over 10,000 a year. The county commissioners make an annual appropriation of \$150. Books on agriculture have been purchased for the Farmers' Clubs in the county.

Little Falls. The walls of the library have been retinted.

Mankato. A new cork carpet has been laid in the stack room.

Mapleton. The public library has received a gift from the old fire company of \$153 on deposit at 4 per cent, which will be kept as a separate fund and used for finishing the basement.

Minneapolis. The Minneapolis Public Library has followed the plan originated in the Seattle Public Library of sending postals to mothers with names of three or four of the best books on the care of babies. These books are all duplicated at the branches, and the postal gives the location of the branch nearest the family.

Preparations are being made for an exhibit September 14, of articles made by boys and girls who "learned how" from library books. A list of How to make and do things has been freely distributed at each branch, and the prospects are that a great deal of originality and inventive genius will be developed. The annual report of the library for 1913 just issued, shows a total circulation of 1,324,000 books, an average of four books for each resident, and 16 books to each borrower.

Morris. A beautiful Library Bureau table and chairs for the use of the children have been placed in the library by the Morris Literary Club.

Nashwauk. The public library supported jointly by the city and school is open for use. It is located in the High School building where rooms have been specially furnished for the purpose. This library is in

the same school district as Keewatin and is equipped and maintained in a similar way.

Ortonville. Plans for the Carnegie building have been completed and the contract has been let.

Redwood Falls. The annual report of the Redwood Falls library notes a gain of 2,000 in circulation over the previous year, the total being 12,180 books.

St. Charles. The library was removed June 2nd to new quarters in the city hall where the books are displayed to better advantage, the reading table facilities are increased, and a gain in use has been manifest.

St. Paul Public Library. The library has been designated as a depository for U. S. public documents. These number from 900 to 1,000 a year.

As a result of the competitive examination June 11, five were admitted to the apprentice class recently established. The class has now completed the summer library course at the State University and has begun its work in the library.

The gift of \$75,000 by the Carnegie Corporation for the erection of three branch library buildings in St. Paul has been accepted by the City Council.

A branch library has been established in Hamline Park in conjunction with the Post Office sub-station. The rooms are provided by the Hamline Mothers' Club. The post-office attendant is in charge of the branch. The library numbers 942 volumes.

Special attention has been given to the development of the Norwegian department of the Public Library. The Norwegian literature in the library now numbers 511 volumes. A catalog of the collection together with a list of the books in the library of the Haabet Society of the Norwegian Evangelical Lutheran Trinity Church was recently printed by the Haabet Society. Copies of this catalog may be secured by applying at the library.

During July and August, story-hours have been conducted each week at the seven city playgrounds by Miss Della McGregor of the children's department.

St. Louis Park. Mrs. T. B. Walker has recently donated to the public library 450 books, selected by the library board. The library is conceded to be the best institution yet established for bringing the people of this widely scattered village together.

Thief River Falls. Plans for the Carnegie library have been approved by the Carnegie Corporation, and it is hoped that the erection of the building may proceed without delay.

Virginia. A \$200 rug has been purchased for the club room, and brass fire-screens are to be provided for the grates.

Walker. Early in May about thirty juvenile patrons of the library gave a play entitled "A visit from Mother Goose and her family." The play was given under the direction of the librarian, and the proceeds (about \$30) were used for children's books.

Willmar. The library board has purchased ten feet of land adjoining its present lot.

Winona. Children between the ages of three and twelve were entertained at the public library, August 5th. Miss A. M. Conklin, field secretary of the American Institute of Child Life was in charge, and the hour was given to folk games, plays and stories. Plans were made to form a Child Life Chapter for parents, a group of Candle Lighters for children between the ages of one and six and the Firelight Guild for children from six to fourteen years of age.

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